

Name Madison Martin

Four Seasons Lesson Plan

Lesson Segment Focus Weather and Climate

Lesson 1 of 1

Course & topic addressed Seasons

Date 9/6/19 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to prepare themselves for the different types of weather that occur in each season.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have been introduced to the four different seasons from previous lessons.
Knowledge of students background (personal, cultural, or community assets)	Students must be aware that there are different seasons that the Earth goes through on a continuous cycle.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	ESS2.D: Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a specific region at a particular time. (K-ESS2-1)
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Spring, Summer, Fall, Winter, Season
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Materials

Materials needed by teacher for this lesson.	Access to YouTube, Smart Board (for presentation of the song), white paint, pink paint, green paint, and orange paint, blue construction paper with 4 black, vector image of a tree with no leaves
Materials needed by students for this lesson.	N/A

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 min	Introduction: Asking students about different types of weather they have experienced.	During this time, I will allow them to share quick stories of different times they may have seen a tornado, snow, or even just a rain shower. Then I will ask them what the sky was like during this particular event. Doing this will get them engaged to the idea of weather itself.
20 min	Instruction: During this time, I will get some background knowledge of what they already know about the seasons and build on that previous knowledge with the activity called “Q-Tip Painting Season Trees.”	During this time, I will ask them what type of colors they see in spring, what colors they see in summer, winter, and fall. Then I will tell them that during the activity of the day we will be painting trees to be appropriate for the season. I will then pass out the pieces of paper that have the tree images on it, and fill 4 different little jars with each color of paint. Then I will put a pile of Q-Tips on the center of the group. While I am at the front of the room, I will ask them to pick up one Q-Tip. I will then ask them what color they think we should put on the tree for winter. Hopefully, they all say “WHITE!” Then I will instruct them to dip their Q-Tip into the white paint and put little dots all around the tree to represent the snow that usually occurs during the winter. Moving on to the next tree, I will ask them what color they should put on the tree for spring. Again, hopefully they all say “PINK!” Then they will kind of already have an idea as what to do for that tree and they will need to get a clean Q-Tip. As a reminder, I will tell them to put the dots on the tree to represent the blooming flowers that always occur during the spring. On to the next tree, summer. Again, I will ask them what color they think they should put on the tree for the summer. They should all say “GREEN!” Picking out another clean Q-Tip they should put the green all over the branches to represent the leaves that are always so abundant during summer. For the last tree, the fall one. They should know that the orange color is the one that will be used for this one because it is the only color they haven’t used yet. They will use one final Q-Tip to do this. I will remind them to put the orange dots all over the branches and also on the ground to represent the leaves that always fall. I will let these masterpieces dry and then hang them outside of the classroom to show them off.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Closure: To close, I will remind them to go outside once in a while to observe the trees and how the seasons work.	I will also encourage them to have their parents take pictures of how the trees change over the seasons. Doing this will make them more aware of the changes that the Earth goes through. Hopefully, this increases their curiosity so they will ask more and more questions as they get older.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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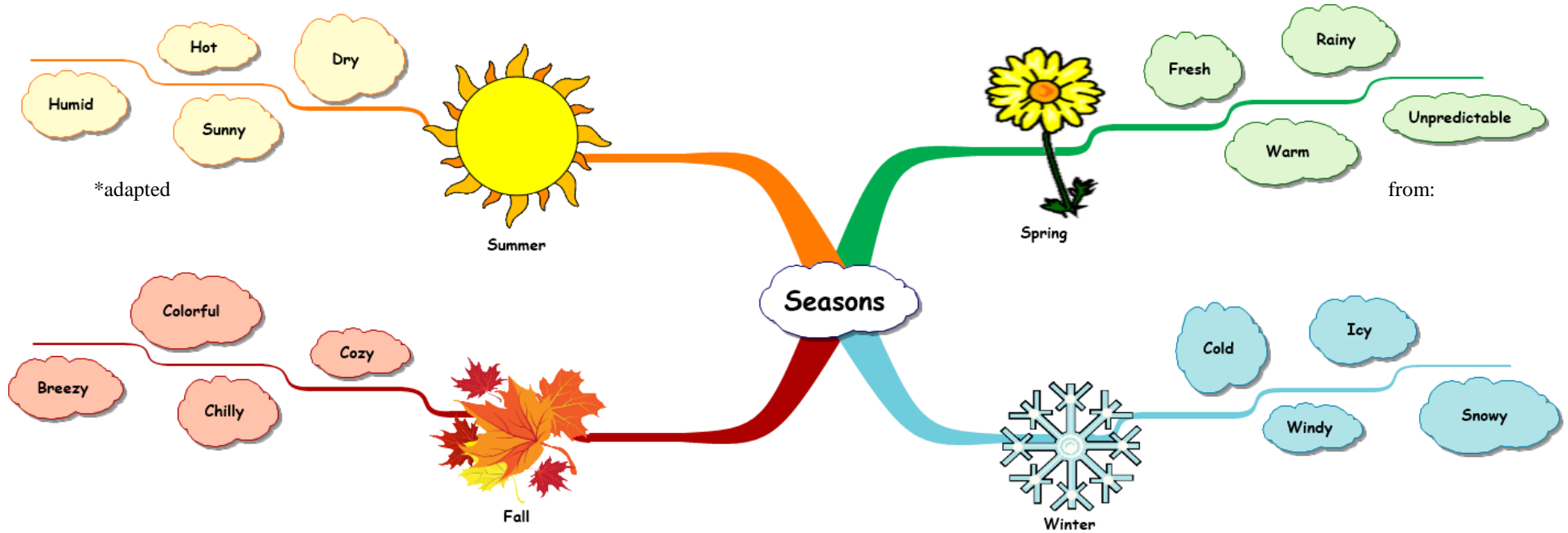
Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.



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